

Annotated exemplar for Literacy unit standard

Standard 26622 *Write to communicate ideas for a purpose and audience*

Level 1, Credits 4, Version 1

Learner A01

Result Achieved (borderline)

Source of evidence

This exemplar has been developed from a combination of real learner responses from a variety of sources.

Context

This evidence has been gathered from biology, English and drama subject areas in the school environment.

Publication May 2011

Standard 26622 *Write to communicate ideas for a purpose and audience*

Learner: A01

Result: Achieved (borderline)

In the commentary below, references such as **[note 1]** are used to indicate aspects of the learner work or assessment documentation that the comment relates to.

Commentary

General quality of the evidence presented

Evidence of three written texts from three activities has been presented – from a biology test **[note 1]**, a drama play preparation activity **[note 2]**, and an English class speech activity **[note 3]**. This meets the requirements of explanatory note 2. The activities in which the evidence was generated have occurred over time (13/8/10; 17/10/10; 25/11/10) **[note 4]**, as attested to (signed off) by the teacher/evidence gatherer. This meets explanatory note 3.

There is sufficient evidence across the texts of use of conventional English, meeting the requirements of explanatory note 4.

Explanatory note 5 has been met because at least one text consists of 200 words (text 3), and cumulatively, the texts are of sufficient length and complexity to meet the requirements of this explanatory note.

At least one text (text 3) is continuous and paragraphed (as needed for evidence requirement 1.2).

The purpose for each text is explained **[note 5]** either in the purpose or in the text type statements in the evidence collection sheets. There are at least two different purposes **[note 6]** (explain/discuss and persuade), as is required by the outcome 1 range statement. The audiences for the texts are specified **[note 7]**, which is necessary to enable outcome 1, and evidence requirements 1.1 and 1.3 to be assessed.

The evidence for this learner just meets the minimum standard required for Achieved

This is a borderline Achieved exemplar. Overall (as required by explanatory note 3), and even with several technical errors, the evidence meets the standard's requirements, and supports the decision that this learner can write to communicate ideas for a purpose and audience.

Text one (stoat control): The learner has discussed the two methods of stoat control, and in doing so has explained more than one idea **[note 8]** (meeting evidence requirement 1.1). The learner has organised ideas **[note 9]** (as required by evidence requirement 1.2) by naming the method, stating its value, and describing its physical appearance and mechanism. The language used is appropriate (zoological, technical and other scientific terms **[note 10]**; and is sufficiently detailed) as required by evidence requirement 1.3. Although there are technical errors **[note 11]**, these do not detract from the communication, therefore evidence requirement 1.4 is met.

Text two (Mary characterisation): Several ideas are expressed that are relevant to the purpose and audience **[note 12]** (meeting evidence requirement 1.1). The ideas are organised **[note 13]** somewhat weakly, but appropriately for the text type (from relationship to other characters, through details of positive, then negative personal qualities), and therefore meet the requirements of evidence requirement 1.2. The language used is appropriate to the purpose and audience

[note 14] (as is required by evidence requirement 1.3). Technical errors **[note 15]** exist, but do not detract from the writing (evidence requirement 1.4).

Text three (Stressed out): Several appropriate ideas (evidence requirement 1.1) are expressed in appropriate, personalised (*"if you think..."*) language **[note 16]** (evidence requirement 1.3), and are adequately organised (causes – positive – negative effects – symptoms – solutions) to meet evidence requirement 1.2. Technical errors **[note 17]** are borderline numerous, but overall do not detract from the communication, thus meeting the requirements of evidence requirement 1.4. Some usage of punctuation demonstrates a more sophisticated competence (e.g. the learner's use of colons).

Assessed Work cover sheet

Unit 26622: Write to communicate ideas for a purpose

Level 1, Credits 4, Version 1



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

This cover sheet **must** be completed and accompany each learner's evidence submitted for national external moderation.

Learner name: Learner 18

Outcome 1: Write to communicate ideas for a purpose and audience.

Attach the labelled texts to this cover sheet.

Evidence requirements	Texts (labelled 1, 2 and 3) show (for each text) that:	Text 1 ✓/✗ or Y/N	Text 2 ✓/✗ or Y/N	Text 3 ✓/✗ or Y/N
1.1	Learner has expressed more than one idea appropriate to the purpose and audience.	✓ purpose ✓ audience	✓ purpose ✓ audience	✓ purpose ✓ audience
1.2	Learner has organised ideas appropriate to the purpose and text type.	✓ purpose ✓ text type	✓ purpose ✓ text type	✓ purpose ✓ text type
1.3	Learner has used language appropriate to the purpose and audience.	✓ purpose ✓ audience	✓ purpose ✓ audience	✓ purpose ✓ audience
1.4	Any technical errors did not detract from the communication.	✓	✓	✓

Notes: All evidence requirements must be met in **each** text. Add columns for extra texts if needed.

Evidence presented shows that:	✓/✗ or Yes/No	Provide an explanation and/or reference to supporting evidence
All three texts were produced under naturally occurring conditions (Explanatory note 2)	✓	Class work exercises: Biology, Drama & English classes – test preparation for play, written transcript for speech In job/community: Family life: Other (please state):
Texts have been written and evidence generated over time (Explanatory note 3)		Indicate date each text written: Text 1: 13/8/10 Text 2: 17/10/10 Text 3: 25/11/10
Texts are of sufficient complexity to provide adequate evidence of competence (Explanatory note 5)	✓	
Texts are of sufficient length to provide adequate evidence of competence (Explanatory note 5)	✓	One text is a minimum of 200 words Text number: 3
	✓	The three texts total approximately 500 words (but refer explanatory note 5)
Learner has been given the opportunity to plan, compose, revise and edit their writing for each text (Explanatory note 6)		✗ Text 1: class test: Biology test ✓ Text 2: ✓ Text 3: If not, please explain situation: class test (test 1) – no real time to undertake full writing process

At least one text is continuous and paragraphed (Evidence requirement 1.2 range)	✓	Text number: 3
Learner has demonstrated competency against the unit standard as a whole , over a period of time (Explanatory note 3)	✓	
Learner has made deliberate choices about writing process, language and structure which are appropriate for the purpose and audience of each text (Outcome 1)	✓	appropriate for each different audience and purpose

Briefly describe the situation and activity in which each text has been written:

e.g. Transition class, job application letter to accompany C.V.

Text 1: Biology class – class test for biology achievement standard	Text 2: Drama class – characterisation exercise in preparation for drama production	Text 3: English class – writing speech to be given to class mates
---	---	---

Specify the audience and purpose for each text:

e.g. audience – potential employer; purpose – apply for job/gain an interview

Text 1 audience: teacher/assessor	Text 2 audience: teenage audience	Text 3 audience: classmates (teenage audience)
Text 1 purpose: explain/discuss	Text 2 purpose: describe/explain	Text 3 purpose: inform + persuade

Please check that: (✓/✗ or Yes/No)

✓	Learner has used conventional English with only limited use of abbreviated or coded language (Explanatory note 4)
✓	At least two different purposes are evident across the three texts (Outcome 1 range)
✓	Quality and level of evidence presented meets requirements.
✓	Enough information is provided on this Assessed Work cover sheet and/or within the attached learner evidence to demonstrate that the learner has met all requirements of the standard.

Result (tick one)

☒

☐

Achieved -

I am satisfied that, overall, the learner has demonstrated competency **against the standard as a whole** as per unit standard requirements.

Not achieved -

Overall the learner has not yet demonstrated competency against the standard as a whole as per unit standard requirements.

Attestation: I attest that the information given in this cover sheet is accurate.

I attest that the learner produced the evidence without undue assistance.

Assessor:

Name: XXXXX

Date: 1/12/10

Signature: XXXX

Evidence collection sheet – for optional use
Unit 26622: Write to communicate ideas for a purpose and audience
 Level 1, Credits 4, Version 1



Learner name: Learner 18

Date text written: 13/8/10 ⁴

Assessor/Verifier name and relationship to learner: Literacy Assessor XXXX

Text title/identifier:	<u>Biology test Bio/1/5-CS (Text 1)</u> ¹		
Brief description of situation and activity in which text was written: e.g. Transition class, job application letter to accompany C.V.	<u>Biology class – class test for achievement standard</u>		
Purpose of the text: (e.g. to persuade, inform, describe, narrate, explain, instruct, recount, other) e.g. apply for job/gain an interview	<u>explain / discuss</u> ⁵ ⁶		
Audience for the text: e.g. potential employer	Text type: e.g. formal letter	Word count:	
<u>teacher / assessor</u> ⁷	<u>test</u>	<u>148</u>	
NB: Attach written text to this sheet			

Outcome 1: Write to communicate ideas for a purpose and audience.

Evidence requirements	Text attached shows that: (Note: all evidence requirements must be met in each text.)	✓/✗ or Yes/No	Supporting comments
1.1	The learner has expressed more than one idea appropriate to the:	✓ purpose and ✓ audience	technical detail appropriate discussed two methods
1.2	The learner has organised ideas appropriate to the:	✓ purpose and ✓ text type	clearly answered each question
1.3	The learner has used language appropriate to the:	✓ purpose and ✓ audience	scientific terms used, technical language
1.4	Any technical errors did not detract from the communication	✓	minor
Explanatory note 4	The learner has used conventional English with only limited use of abbreviated or coded language.	✓	
Explanatory note 6	The learner was given the opportunity to plan, compose, revise and edit their writing.	✗	If not, please explain: <u>class test.</u> <u>however writing is at appropriate standard</u>
Explanatory notes 5 and 6	The learner has deliberately crafted this written text.	✓	If not, please explain:
<input checked="" type="checkbox"/> Evidence supplied is learner's own work		<input checked="" type="checkbox"/> Evidence supplied has occurred naturally	

Assessor/Verifier signature: XXXXXX

Date: 20/8/10

3. **Discuss** TWO methods used to control the numbers of weasels, stoats and ferrets in New Zealand.

Method 1:

This method is called the english fern trap its a good way of trapping mustelids. It comes in 2 sizes the smaller 'mark 4 size' which is best suited for weasels and stoats then theres 'mark 6 size' which would be better for maybe a ferret. first you construct a wooden tunnel just large enough to fit the trap theres the bait in the middle with the traps either side of the wooden tunnel.

Method 2: shooting. shooting is a verry common

method. this is what most people do because some may say its abit easier. they usually shoot ferrets and the ferrets. ferrets are easy to spot because they have green eyes abit like a cat.

The gun they use is a 22. usually they do this at night time because this is when the pests come out.

Evidence collection sheet – for optional use
Unit 26622: Write to communicate ideas for a purpose and audience
 Level 1, Credits 4, Version 1



Learner name: Learner 18

Date text written: 17/10 ⁴

Assessor/Verifier name and relationship to learner: Literary Assessor XXXX

Text title/identifier:	<u>character: Mary Text 2.</u>		
Brief description of situation and activity in which text was written: e.g. Transition class, job application letter to accompany C.V.	<u>Drama class – preparing characterisation for drama production</u> ²		
Purpose of the text: (e.g. to persuade, inform, describe, narrate, explain, instruct, recount, other) e.g. apply for job/gain an interview	<u>Preparing characterisation as part of drama production – explain/describe</u> ^{5 6}		
Audience for the text: e.g. potential employer	Text type: e.g. formal letter	Word count:	<u>124</u>
<u>teenage audience</u> ⁷ <u>work sheet</u>			
NB: Attach written text to this sheet			

Outcome 1: Write to communicate ideas for a purpose and audience.

Evidence requirements	Text attached shows that: (Note: all evidence requirements must be met in each text.)	✓/✗ or Yes/No	Supporting comments
1.1	The learner has expressed more than one idea appropriate to the:	✓ purpose and ✓ audience	
1.2	The learner has organised ideas appropriate to the:	✓ purpose and ✓ text type	<u>Basic structure and order.</u>
1.3	The learner has used language appropriate to the:	✓ purpose and ✓ audience	<u>Informal is appropriate</u>
1.4	Any technical errors did not detract from the communication	✓	<u>a few spelling mistakes. Notes appropriate</u>
Explanatory note 4	The learner has used conventional English with only limited use of abbreviated or coded language.	✓	
Explanatory note 6	The learner was given the opportunity to plan, compose, revise and edit their writing.	✓	If not, please explain:
Explanatory notes 5 and 6	The learner has deliberately crafted this written text.	✓	If not, please explain:

☒ Evidence supplied is learner's own work

☒ Evidence supplied has occurred naturally

Assessor/Verifier signature: XXXX

Date: 20/10/10

Character's Name: Mary.

Clothes

Old dress,
with puffy arms
Small and slim
due to not
much food.

has
arthritis after
~~Waihe~~ Waihe

55 years old

She is Iris's Mum and
Jeanie's Granmother.

She likes to keep order in the
house and has to know what's
happening. She likes to keep
everyone in order and is really
the overall boss when it
comes down to it. She
doesn't like drinking, has
her morals. doesn't like
charity does a lot of chores
and just gets on with things.
makes a lot of tea
Very hospitable to passers by.
likes to state her views.

feels sorry for Iris and
the kids. Doesn't like
Molly ~~as~~ because she thinks she
is ungrateful.

Soft towards people & c.

- glue,
- Home maker,
- Positive,
- in control, supportive
- empathetic.
- straight to the point
- active.
- protective.

Evidence collection sheet – for optional use
Unit 26622: Write to communicate ideas for a purpose and audience
 Level 1, Credits 4, Version 1



Learner name: Learner 18 Date text written: 25/11
 Assessor/Verifier name and relationship to learner: English teacher XXXXX

Text title/identifier: "Stressed out?"	Text 3
Brief description of situation and activity in which text was written: e.g. Transition class, job application letter to accompany C.V. <u>English class - speech manuscript - to be given to classmates</u>	
Purpose of the text: (e.g. to persuade, inform, describe, narrate, explain, instruct, recount, other) e.g. apply for job/gain an interview <u>inform and persuade classmates</u>	
Audience for the text: e.g. potential employer <u>Teenage audience</u>	Text type: e.g. formal letter <u>speech transcript</u> Word count: <u>284</u>
NB: Attach written text to this sheet	

Outcome 1: Write to communicate ideas for a purpose and audience.

Evidence requirements	Text attached shows that: (Note: all evidence requirements must be met in each text.)	✓/✗ or Yes/No	Supporting comments
1.1	The learner has expressed more than one idea appropriate to the:	✓ purpose and ✓ audience	informs then offers advice - appropriate to speech topic.
1.2	The learner has organised ideas appropriate to the:	✓ purpose and ✓ text type	logical order + structure
1.3	The learner has used language appropriate to the:	✓ purpose and ✓ audience	some medical terms used. personated voice - speaking directly to the audience
1.4	Any technical errors did not detract from the communication	✓	A number however don't detract. Repeats speech pattern more than sentence syntax
Explanatory note 4	The learner has used conventional English with only limited use of abbreviated or coded language.	✓	
Explanatory note 6	The learner was given the opportunity to plan, compose, revise and edit their writing.	✓	If not, please explain:
Explanatory notes 5 and 6	The learner has deliberately crafted this written text.	✓	If not, please explain:
<input checked="" type="checkbox"/> Evidence supplied is learner's own work		<input checked="" type="checkbox"/> Evidence supplied has occurred naturally	

Assessor/Verifier signature: XXXXXX Date: 26/11/10

Stressed out?

Stress is a part of every one's life and it helps to learn ways

On ways to deal with it

First off what causes stress?

Well everyone's different what stresses you out might not stress
The person beside you out, it might be relationship issues, school,
Friends or difficult family stuff

Stress is not all that bad though, it can help us achieve things like deadlines
And can give us adrenaline to cope with situations outside your comfort
Zone Or help us prepare us for things but it does have a negative effect and
be Hard to handle. Learning what stresses us out, what we can do about it
And learning how to control our stress can help us out

Stress can effect our body, thoughts and feelings. You could be finding it hard
to sleep, have Headaches, a lack of energy, or find it hard to concentrate or or
for some people it can lead to Suicide

If you think you are stressed out but don't know what the symptoms
Are here are a few: feeling frustrated at having to wait for something,
Restless, unable to concentrate, easily confused, memory problems,
Thinking about negative things all the time, mood swings, eating
Too much food when not hungry

Some physical symptoms are muscle tension, lower back pain,
Stomach/abdominal pain. Unexplained rashes or skin irritation's,
Sweaty palms, sweating when not physically active, diarrhea,
Holding breath and much more there are plenty of ways to deal with
Stress

Number 1: learn what stresses you out, how it stresses you out and
What are the signs tell you that stress is building up

Number 2: build your self up get physical- walk, run, bike